

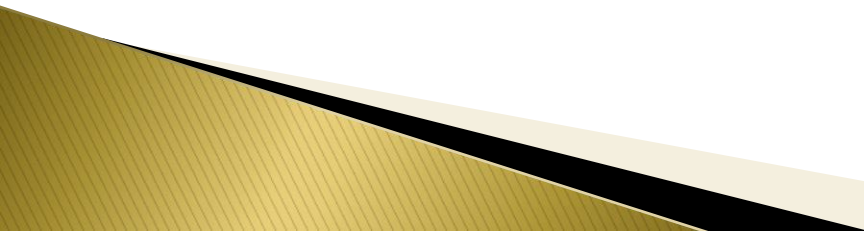
# College Readiness: How deep is your commitment to success for all students?

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# What do we mean by student success?

- ▶ For most of us, student success is measured by the awarding of an educational credential, such as a degree. We expect students to come to us prepared and eager to learn. We advise to minimize time to degree.
  - ▶ For a student, success might mean going to college and having a chance at independence. It is the time to try on new wings. This time and this place are important and we will think later about tomorrow (the degree).
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# What does “prepared” mean?

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.

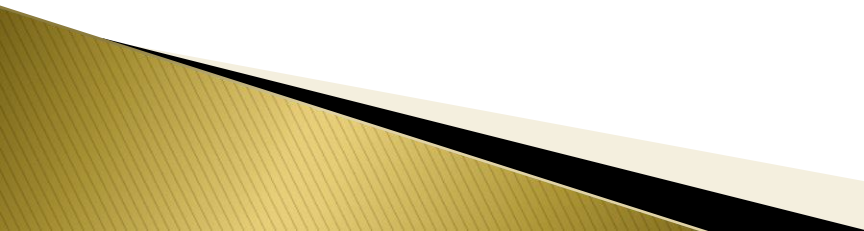
Kentucky’s systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses. Developmental education courses do not award credit for degree.



# Did you know...

- ▶ In 2004 over 16,000 recent high school graduates entered Kentucky's postsecondary institutions underprepared.

For the fall 2006 entering cohort of degree seeking students

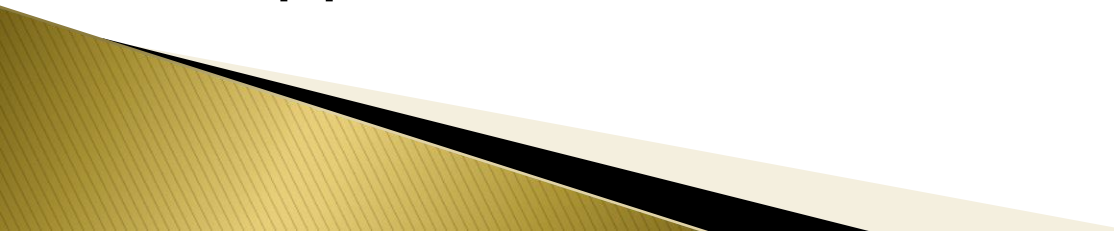
- ❑ 41% were underprepared in mathematics.
  - ❑ 29% were underprepared in writing.
  - ❑ 23% were underprepared in reading.
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# Did you know...

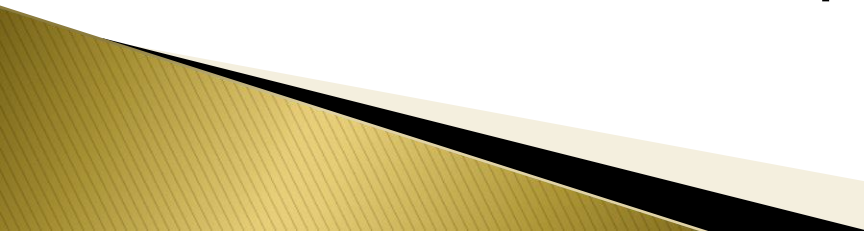
- ▶ The readiness standards (system-wide) are changing...
- ▶ 7 of the 8 four-year institutions will be implementing the following revised standards in fall 2009. All institutions will implement the revised standards by 2010.  
ACT English 18 (no change from 2008),  
ACT Math 19 (a change from 18 in 2008), and  
ACT Reading 20 (a change from 18 in 2008).

# What will the new standards mean for postsecondary institutions?

If we do nothing...

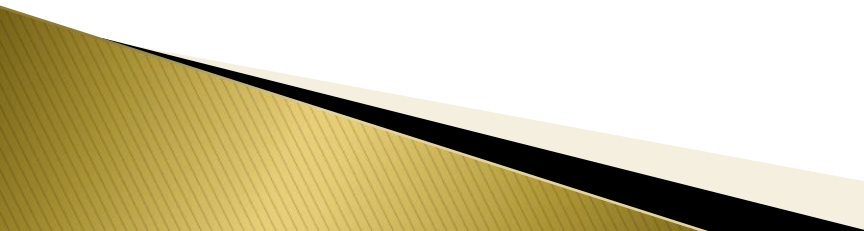
- ▶ We will see a 7% increase in remediation needs for mathematics. This represents an increase of 1,634 students needing additional or supplemental mathematics coursework.
  - ▶ We will see a 10% increase in remediation needs for reading. This means an increase of 2,552 students needing additional or supplemental coursework in reading.
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# So, what are we doing?

- ▶ College readiness is a priority for P-16 Councils, Educational Cooperatives, CPE, KDE, and EPSB.
  - ▶ A coordination of efforts to clearly define and communicate expectations to new students and their families.
  - ▶ Clearly communicating the consequences for entering college underprepared.
  - ▶ Creating placement assessments that are available for use to determine readiness.
  - ▶ Collaborations to provide early interventions.
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# Why do we need to care about college readiness?

- ▶ Nearly half of Kentucky's entering students are underprepared! With 28,000 new credential or degree-seeking students entering each year, 14,000 will need developmental or supplemental coursework.
  - ▶ One-year retention rates for students entering with developmental needs is half that of prepared students!
  - ▶ Graduation rates of students not meeting readiness standards is nearly 20% lower than that of prepared students.
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# Readiness at what cost?

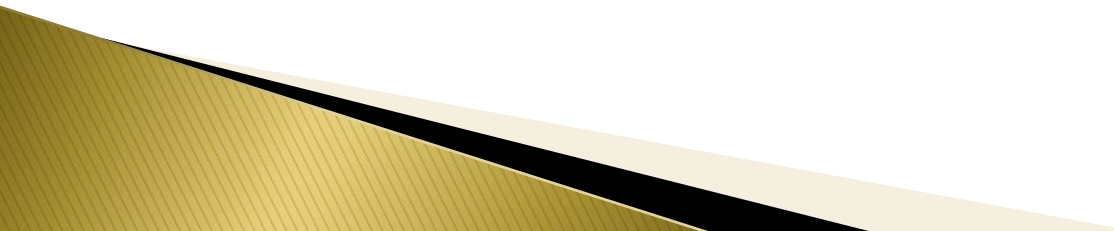
- What is the cost to students who do not meet readiness standards?

Additional tuition dollars, textbooks, fees, and **time to degree**.

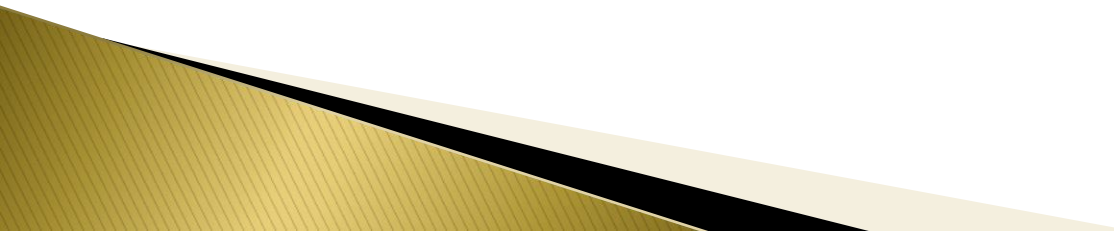
- What is the cost for colleges?

Additional dollars for providing needed instruction and support services.


# What is the cost of not providing developmental education or supplemented coursework?

- ▶ Limited access to college
  - ▶ Fewer Kentucky students with certificates and degrees.
  - ▶ Less state economic development.
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# What can we do to minimize the need for developmental education?

- ▶ Provide excellent high school and adult education preparation (Senate Bill 1).
  - ▶ Provide intervention opportunities throughout the K-12 experience.
  - ▶ Provide multiple modes of delivery for developmental education courses (accelerated coursework, online delivery of preparation work).
  - ▶ Collaboration, collaboration, collaboration...
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# What is happening?

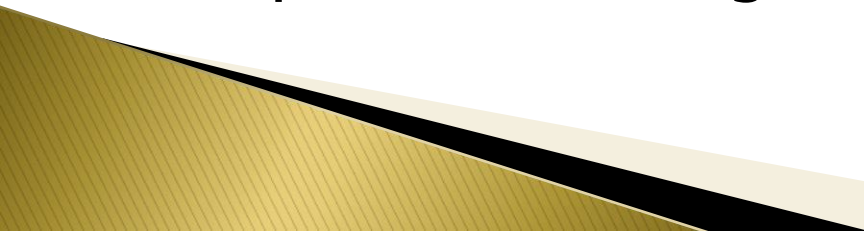
- ▶ Institutional meetings to review the implementation of the revised readiness standards, student services, and P-12 efforts.
  - ▶ Work groups to evaluate entry level requirements and core readiness content.
  - ▶ Review of best practices for creating alternative deliver approaches.
  - ▶ Review of P-16 intervention strategies.
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# What can you do?

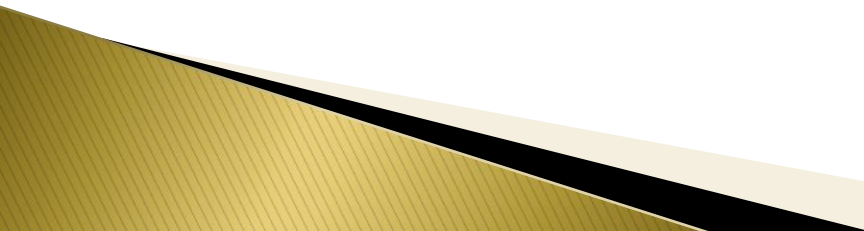
- ▶ Talk to parents and families and communicate the revised standards, the importance of the ACT in determining readiness, and the impact of not being “ready.”
  - ▶ Work with career services to ensure as few major changes as possible.
  - ▶ Determine best advising practices for students who enter with developmental needs. Hint: Go to the roundtable discussion immediately following for more information.
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# What is happening in advising?

A hint of things to come...


- ▶ Developing three semester plans for students beginning in developmental education coursework.
  - ▶ Summer bridge programs with intensive, intrusive advising components.
  - ▶ Collaborations with Adult Education programs so that students can prepare for college at “no cost.”
  - ▶ High school transition courses during the senior year.
  - ▶ Secondary and post-secondary alignment of course content and assessments.
  - ▶ Expectations: high school vs college
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# Additional food for thought for academic advisors ...

- ▶ Average number of years to get an AS or AA...  
3 years
  - ▶ Average number of years to get a BA or BS  
...5+ years
  - ▶ Average number of hours changing major  
adds to a degree ... 6 hours
- 



# Must reads

- ▶ Senate Bill 1
  - ▶ Expanding College Access and Affordability in the Commonwealth (Kentucky Higher Education Work Group, 2009)
  - ▶ Closing the Expectations Gap (Achieve, 2009)
  - ▶ What Matters to Student Success: A Review of the Literature (NPEC, 2006)
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# My thoughts...

“If my dream ever comes true, our services would be an integral part of the route to graduation for anyone who needs them—no controversy, no stigma.”

Gladys Shaw

(Journal of Developmental Education, v.22(1), Fall 2008, p. 17)



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